



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

Working Together for Student Success

FROM THE DIRECTOR

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

MAY 5, 2017



Dr. Pamela Wright

**Director of the Office of
Special Education, IDOE**

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Dear Colleagues:

As the 2016-17 school year begins to wind down, our office is beginning to gear up for another busy summer. Our ESSA state plan will be written this spring and summer. To assist in implementing the key components, we will continue our Short Share Video Series next school year, focusing less on theory and more on practical tools and strategies. We finished the 2016-17 Short Share taping on Monday, but have already developed topics for the second generation which we will begin posting in early August. We have finalized the Certificate of Completion proposed course of study and will begin sharing it statewide later this spring and early fall. Hopefully by 2018-19, schools will be well positioned to adopt the changes. Also, our Part B grant submission process has changed, which will greatly assist our office and hopefully all of the schools, by streamlining our communications and subsequent approval process this summer. Allocations are still undetermined at the federal level, but we are hopeful that funding estimates will be released by the end of May. As for the rest of our summer plans, we will be doing updates to the IIEP system and the SEEC funding procedures. Together with our IRN Partners, we will continue to provide summer trainings and technical assistance as needed. We will also be taking a good look at our monitoring system. Article 7 is in the process of being examined for needed changes, and guidance will be developed for the new Developmental Delay legislation. It has been another productive school year at DOE, and we look forward to a spring and summer filled with new challenges and opportunities. Please let us know if we can do anything to assist all of you as the 2016-17 school year comes to a close.

—Pam

OSE Vision Statement

Every student, including those with disabilities, is held to high expectations and has equitable access to educational opportunities that enrich lives and prepare students for future success.

FROM THE DIRECTOR

IEP GUIDANCE FOR PRESCHOOL STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES-KINDERGARTEN READINESS

When the preschool aged student is initially eligible for special education services as well as during annual case reviews, documentation in the IEP should include discussion of the following outcomes:

- The Student's Social Emotional Skills and what special education services, accommodations and/or modifications are needed to achieve kindergarten readiness?
- The Student's Acquisition and Use of Knowledge and Skills and what special education services, accommodations and/or modifications are needed to achieve kindergarten readiness?
- The Student's Use of Appropriate Behaviors to Meet Needs and what special education services, accommodations and/or modifications are needed to achieve kindergarten readiness?

Utilizing this information, placement and location of special education services should be determined ensuring that the student is receiving services appropriate to his/her identified needs. Students with disabilities should receive special education services in the location that will promote kindergarten readiness with the special education services being supplemental to achieving that readiness.

- Under section 612(a)(5) of the IDEA, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who are not disabled. Further, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [Dear Colleague Letter on PreK Least Restrictive Environments.](#)
- If there is an LEA public preschool program available, the LEA may choose to make FAPE available to a preschool child with a disability in the LEA's public preschool program. While the number of public pre-kindergarten programs has increased, many LEAs do not offer, or offer only a limited range of, public preschool programs, particularly for three-year-olds. In these situations, the LEA must explore alternative methods to ensure that the LRE requirements are met for each preschool child with a disability. If a public agency determines that placement in a private preschool program is necessary for a child to receive FAPE, the public agency must make that program available at no cost to the parent. [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs.](#)

Our goal as educators is to improve outcomes for all students. This can be accomplished through a system that ensures equity and access. **Equity** is the guarantee of **fair** treatment, access, opportunity, and advancement. **Access** means all students are provided the necessary supplementary aids and services, accommodations, modifications or supports to **meaningfully participate** in the general education curriculum in the grade level in which they are enrolled. Along with this system of equity and access must be a **schoolwide** acceptance or belief in **shared responsibility, shared accountability** and **high expectations**. According to the Dear Colleague letter and ESSA, **Improved outcomes** can be achieved... through a **strong core curriculum, high quality instruction**, unbiased **assessment** that guides instruction, and **collaboration** among administrators, general and special education staff, parents, and the community. A **framework of multi-tiered systems of support** and **universal design for learning** provides the foundation necessary to reach the overall goal.

As each student reaches the age of kindergarten eligibility, each IEP should include the services/accommodations/modifications needed for him/her to be successful in the appropriate LRE. However, if a parent elects to delay kindergarten enrollment, documentation in the IEP should reflect that request. Special education services can be provided for one additional year at the preschool level.

FROM THE DIRECTOR

NEWS YOU CAN USE

**Office of Special Education Short Share #10-Assessment**

In this tenth Short Share video, the focus is on assessment. Formative and summative assessment systems are essential to improving student learning and school capacity. Assessment provides essential data to monitor academic, behavioral, and social/emotional learning and inform meaningful action. Please click [here](#) to view Short Share #10 (Assessment).

[Short Share #9: Instruction](#)

[Short Share #8: Curriculum & Content Connectors](#)

[Short Share #7: Curriculum & Content Connectors](#)

[Short Share #6: Curriculum-Introduction](#)

[Short Share #5: MTSS](#)

[Short Share #4: Universal Design for Learning](#)

[Short Share #3: Equity & Access Continued](#)

[Short Share #2: Equity & Access](#)

[Short Share #1: Conceptual Framework](#)

FROM THE DIRECTOR**REMINDERS****Students Exiting**

Please remember that when students leave a school corporation to attend another, both corporations play a role in ensuring that students continue to receive special education services. The new school should request records immediately and use the existing IEP to deliver comparable services until the move-in conference is held within ten days of the enrollment.

All students exiting special education must be reported to the department on the TR Collection (opening May 12). If a student transfers to an in-state school corporation, they are not to be reported on the TR Collection unless: a) the parent declines services at the new school but does not revoke consent; OR b) the student now receives special education services from a choice voucher school at parent election (such students no longer will have IEPs or Service Plans under IDEA). Students who move out-of-state should always be reported on the TR collection as "moved, known to be continuing in an educational program ONLY." If a student's enrollment status is unknown, they should be reported as a dropout.

School districts must use withdrawal information and follow-up with in-state school corporations to ensure proper reporting. If a student has enrolled in another district, that information will be available on the Real Time profile for that student on the STN Application Center. Please work with your registrars and data coordinators to ensure this process is completed for every exiting student. 2017 TR Layout can be found [here](#).

Formative Assessment Grant

The Formative Assessment Grant has been re-approved for the next two school years! Adjustments have been made to policies and guidelines, specifically to the Assessment Program Approval process and criteria. All assessment programs must submit documentation to show that they meet the new criteria. Process documents are available on our updated [webpage](#). Guidance regarding application processes, uses of funds, and timelines is coming soon!

Summer Assessment Committee

Committees will soon be created for important assessment-related tasks. The duration of most committees is 2-3 days in length, and committees will tentatively meet during the months of June, July, August, and September. Please click [here](#) for more information.

Notices of Significant Disproportionality

These notices were emailed to 15 Special Education Directors on **Monday May 1st** and mailed to Superintendents on Monday, May 5th. If your LEA did not receive a notice then you are not out of compliance for Significant Disproportionality and do not have to use 15% of your Part B 611 & 619 funds for Coordinated Early Intervening Services (CEIS). The notice included a summary of the data used to make the decision, an explanation of the calculations used, and instructions for next steps. Please email Kristan Sievers-Coffer at ksievers@doe.in.gov if you have further questions or concerns.

Preliminary Notices of Disproportionality

These were emailed to 25 Special Education Directors on **Wednesday May 3rd** and mailed to Superintendents on Friday, May 5th. These notices are issued based on a preliminary review of the data your school corporation submitted on out-of-school suspensions totaling more than ten days for students with disabilities (Indicators 4A and 4B) and/or the evaluation/identification of students with disabilities (Indicators 9 and 10). The notice includes a summary of the data used to make the decision, an explanation of the calculations used, and instructions for next steps. Further review of your policies and procedures, as well as a review of a sample of student files will determine whether any finding of noncompliance is warranted (File Review). Please note that this notice of disproportionality is not the same as the notice of significant disproportionality that carries a consequence of reserving 15% of your Part B funds for Coordinated Early Intervening Services (CEIS). Please email Kristan Sievers-Coffer at ksievers@doe.in.gov if you have further questions or concerns.

FROM THE DIRECTOR**SPECIAL EDUCATION EXCESS COST (SEEC) UPDATE**

- DOE's new way to flow SEEC money directly to schools rather than to vendors, and to include multiple applications per contract, is still rolling forward. To-date, 37 school corps are invoicing DOE to receive payment they then use to pay either their own employees or private vendors for at least one of their students.
- The OSE is in the process of revising the SEEC application form, and it is our hope that the next version will be on-line. Meanwhile, effective August 1, 2017, there will be a new requirement as part of every application, that you all should begin working on ASAP: a copy of a written agreement between the school and the vendor. DOE will not create a "form" for this. However, any agreement must address these facts:
 1. School hires vendor, as an extension of school;
 2. Vendor owes accountability to school, and follows Article 7, implementing student(s) IEP(s);
 3. School assures that there will be payment to the vendor, but does not name any certain source or method.
 4. Vendor submits all invoices to only the school that hired them.
- Beginning August 1, all vendors will submit invoices for all students directly to the school, no longer to DOE. Whether DOE is directly paying the vendor or the school, the school must first "sign off" on the invoice(s) to verify that services have been delivered as contracted.
- More information to follow as this develops.

UPCOMING DATES & DEADLINES**Indiana's Alternate Assessment (ISTAR) Grades 3-8, 10**

- ISTAR-Part 2 Window: April 10-May 19, 2017

End of Course Assessment (ECA) Algebra 1, English 10

- ECA Spring Window: April 24-May 26, 2017

Summer IREAD-3

The Summer IREAD-3 assessment is completely online. The only exception would be for students who have accommodations that require paper-pencil testing. These students would need their materials ordered through an additional material order. All students much have online test sessions (even those testing paper-pencil).

- Online testing window: May 30-July 21
- Paper/pencil (as needed) window: June 5-July 21

Review of Grant Application Procedures

The following is the 2017 Part B grant application timeline developed by our grant team, led by Jennifer Thompson:

1. June 1-Online Submission platform available

For Assistance at any time please contact the Special Education

General Line: 317-232-0570

email: specialeducation@doe.in.gov